DOCUMENT RESUME

ED 145 131	08	CE 012 659

TITLE	Career Interest Characterizing and Reporting System. May 1, 1976 - May 31, 1977. Final Report.
INSTITUTION	Texas State Technical Inst., Waco.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Texas Occupational Research Coordinating Unit, Austin.
PUB DATE	31 May 77
NOTE	42p.; Appendix B, containing a copyrighted survey instrument ("High School Career Interest and Information Survey"), was removed ; Appendix C will reproduce poorly
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Career Choice; Career Education; *Career Planning; College Preparation; Educational Interest; Educational Research; Family Influence; Guidance Programs; Measurement Instruments; Occupational Aspiration; *Program Development; Program Improvement; Program Planning; Secondary Education; Secondary School Students; *Surveys; Teacher Influence; *Vocational Counseling; *Vocational Interests
IDENTIFIERS	Texas

ABSTRACT

A study was conducted to update the existing Career Interest Characterizing (CIC) instrument in terms of current career choices of students and to implement the survey instrument in the Texas secondary school counseling programs. The CIC instrument defines career interests of secondary school students and yields information of value in counseling students, and in guiding, planning, controlling, and financing career training programs at the secondary and postsecondary levels. The project examined two hypotheses relative to significant differences between occupational choices and postsecondary plans for 1972 versus 1976. The hypotheses concerned whether or not the population distribution of high school students' postsecondary plans and occupational choices were the same for those two years. Overall significant differences for the two periods were found, but the ranking of some categories of occupational choices and postsecondary plans remained essentially the same. Data relating to factors influencing occupational choices made by students indicated that parents or relatives have the greatest impact and school administrators have the least impact. It was concluded that when results from the career interest survey are used in concert with manpower requirements, the collective data should be helpful in planning and decision making in meeting the state's challenge of providing jobs and education. (A listing of school districts in the survey and some of the survey results are appended.) (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED145131

CAREER INTEREST CHARACTERIZING AND REPORTING SYSTEM

May 1, 1976 - May 31, 1977

FINAL REPORT

for research performed in cooperation
with the State Research Coordination Unit,
Department of Occupational Education
and Technology
Texas Education Agency

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

May 31, 1977

Texas State Technical Institute
Waco, Texas

Project Director: Jerry Harris
Project Assistant: Anita White, Ed.D.

OE 012 659

ABSTRACT

TITLE OF PROPOSED PROJECT:	Career Interest Characterizing and Reporting System
APPLICANT ORGANIZATION:	Texas State Technical Institute Research Division Waco, Texas
PROJECT DIRECTOR:	Jerry Harris Coordinator of Research (817) 799-3611
EXPENDITURES REQUIRED FOR PROPOSED PROJECT:	$41,607.00 (Part C Funds FY 76: $ 8,673) (Part C Funds FY 77: $28,773)
DURATION OF PROJECT:	May 1, 1976 through May 31, 1977

PROBLEM

A simple, inexpensive career interest characterizing (CIC) instrument for defining career interests of secondary school pupils has been developed and thoroughly tested for statewide use but has not been implemented and utilized on a continuous basis in secondary and post-secondary institutions in Texas.

OBJECTIVE

To update the existing CIC instrument in terms of current career choices and establish the system in Texas secondary school counseling programs.

RESULTS TO BE PRODUCED AND PROPOSED UTILIZATION OF FINDINGS

The system would yield information of significant value in counseling students, guiding, planning, controlling and financing career training programs at the secondary and post-secondary levels; and further research at the national, state, regional and/or local levels.

ACKNOWLEDGEMENTS

The Research Division of the Texas State Technical Institute is indebted to several individuals and organizations for their contributions to this project. Their cooperation, service, and guidance provided the assistance that has made this project successful.

We express sincere appreciation to the Texas Education Agency for its foresight in providing funding for this worthwhile project. The patience, advice, and leadership volunteered by Oscar Millican and Paul Myers, Research Coordination Unit, Texas Education Agency, was invaluable to the mission of the study.

George Elliott, Program Chairman of Printing Technology and J.K. Wailes, Director of Computer Services, Texas State Technical Institute, were especially helpful to the success of the project by their considerate attention to the printing and computer services performed for the survey. Fred Hulme, Quantitative Analysis Division, Baylor University, is acknowledged for his support in the statistical analysis of the survey results.

We are most grateful to the participants of the Consultant Group for their contribution of valuable expertise and time:

Mr. F. Herman Coleman
Texas National Bank
Waco, Texas

Mrs. Lenora Crowder
Baylor University
Waco, Texas

Mrs. Mary Hagar
Waco Independent
School District
Waco, Texas

Dr. Chester Hastings
McLennan Community College
Waco, Texas

Mr. Jim Hawkins
Gibson Discount Centers
Waco, Texas

Dr. Clay Johnson
Texas State Technical
Institute
Waco, Texas

Dr. Ruben Manning
Paul Quinn College
Waco, Texas

Dr. Bob Miller
North Texas State University
Denton, Texas

Honorable Lyndon Olson
Texas House of Representatives
Waco, Texas

Mrs. Laverne Palmore
Vogue Cleaners
Waco, Texas

Mrs. Carroll Parker
Texas Education Agency
Austin, Texas

Mr. David Powley
Region XII Educational
Service Center
Waco, Texas

Mr. Charles Thornal
Waco Independent School
District
Waco, Texas

Mr. Morris Webb
Texas State Technical
Institute
Waco, Texas

TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	Statement of the Problem	2
III.	Statement of Objectives	3
IV.	Statement of Hypotheses	4
V.	Methods	4
	A. Survey Instrument	5
	B. Sampling Plan	6
	C. Statistical Procedure	7
VI.	Results	8
	A. Test of Hypothesis	8
	B. Objectives	9
	C. Ancillary Results	10
VII.	Discussion	12
VIII.	Recommendations	17
IX.	Summary	19
X.	Appendices	20
	A. School Districts in the Survey	21
	B. Survey Instruments	24
	C. High School Reports	29
	D. Occupational Choices by Regions	35

INTRODUCTION

In 1970, Morris Webb, Dean Emeritus of Texas State Technical Institute, established that there was no data-gathering instrument suitable for state-wide use in defining career interests of secondary school students.

The early work of Dean Webb and Texas State Technical Institute produced an economical and effective survey instrument for delineating the interests of secondary school students. It was field-tested, revised and retested with senior high school students in McLennan County in 1970-1971 school year. As a result, the Texas Education Agency approved funds for a three phase project.

Phase I involved 168 schools and 34,948 students and explored the suitability of the instrument and survey procedures for state-wide application. Phase II was concerned with the production of a Career Information Handbook and other documents that would be used in the last phase. Phase III resurveyed selected students to determine possible correlations between the choices of careers and the degree of knowledge the students possessed concerning these careers. Phase III concluded in February, 1974.

Since the data originally collected in 1972 were no longer current and there had been no state-wide activity in career interest inventory since 1974, Texas State Technical

Institute recognized the need for a recent survey. The information generated by the survey would be used in counseling and curriculum planning in both secondary and post-secondary levels of education. Further benefits would be realized by merging manpower studies and personnel resource requirements with the survey.

STATEMENT OF THE PROBLEM

Just as it is fundamentally important to establish the workforce job market demand, it is likewise important to establish the job market desires and interest of that workforce or potential workforce. Toward that end a practical and efficient method for defining career interests of secondary school students had been developed and tested in previous work by Webb[1] for state-wide use. Due to ever changing job classifications the survey instrument of Webb required modification to address current categories of occupations and needs assessments. Additionally, the survey instrument and associated procedures had not been implemented or utilized on a continuous basis in secondary institutions in Texas.

---

[1]Webb, Morris S., High School Career Interest and Information Survey, Phase I, Texas State Technical Institute, Waco, Texas, 1972.

Finally, the data gathered in earlier studies was no longer current or reliable due to changing job classifications and changing potential workforce populations. The instrument needed upgrading and new data collected to provide planners and decision makers with valid information to perform their tasks.

STATEMENT OF OBJECTIVES

The following project objectives were established to modify previous methodology to serve current needs. The stated objectives were as follows:

1. To update the existing survey instruments to reflect current changes and occupational clusters.
2. To implement the use of the survey instrument into the Texas Secondary School counseling programs.
3. To collect, analyze and disseminate data gathered from the survey instrument.
4. To review total project procedures making necessary changes for use in integration into the usual secondary school activities.

STATEMENT OF HYPOTHESES

This project examined two hypotheses relative to significant differences between occupational choices and post-secondary plans for 1972 versus 1976.

H_o^1: The population distribution of high school students' post-secondary plans are the same for 1972 and 1976.

H_a^1: The population distribution of high school students' post-secondary plans are different for 1972 and 1976.

H_o^2: The population distribution of high school students' occupational choices are the same for 1972 and 1976.

H_a^2: The population distribution of high school students' occupational choices are different for 1972 and 1976.

METHODS

A Consultant Group was created to evaluate the survey instrument and data collection procedures and to recommend revisions for the project methodology. Pre-survey workshops for participating school districts were held in four locations throughout the state after the revisions were completed. The survey forms were completed by the students during September and October, 1976. All surveys were received by January, 1977,

and detailed printed reports were returned to the school districts by mid-January. The Consultant Group was reconvened after the survey was completed to review the results and make recommendations. Post-survey workshops were held to review preliminary summaries of data gathered during the survey and to consider recommendations for subsequent studies.

Survey Instrument

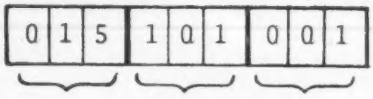
The original survey instrument (Appendix B pp. 25-26) was revised according to recommendations made by the Consultant Group. Page one was changed to present new instructions and included examples detailing the proper procedures for completing page two of the instrument. Career clusters in the instrument were restructured to make them conform with current occupational categories according to the U.S. Office of Education's 15 career clusters.[1]

The name blocks on page two of the instrument were not used in accordance with right to privacy laws, and the previous social security number blocks were revised to code

---

[1]Vestal, Theodore M., Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education, Grayson County College, Denison, Texas, 1972.

survey returns as follows:



The county number was extracted from the Texas Public School Directory. Each school district was assigned ten campus numbers, such as 101-110; 111-120; 121-130; etc., to allow for identification of multiple campuses. The last three digits allowed the survey administrator to assign a number to each participating student. Since the name blocks were eliminated, the administrator could maintain a list of names corresponding to the student number for counseling use later.

Sampling Plan

The sampling scheme used in this project was patterned after the highly successful plan developed for the Texas Education Product Study.[1] The scheme involved 90 school districts varying in size, geography, ethnic membership and economic conditions (Appendix A pp. 22-23). The actual sample involved 57 school districts which elected to participate. The school districts were subdivided and sampled

---

[1] Texas Education Product Study, Southwest Educational Development Laboratory, Austin, Texas, 1973.

as follows:

Group	Sample Scheme
I	Every tenth student
II	Every fifth student
III	Every fourth student
IV	Every other student
V	Every student

Statistical Procedure

The statistical technique applied in this study is a special configuration of a chi-square (X^2) test designated as a contingency table analysis. This procedure permits testing for differences between frequency distributions of categorical data for two or more populations. In a practical sense, it answers the question: "Have high school students changed their post-secondary plans and occupational choices in the years that have elapsed from 1972 to 1976?"

An expected frequency for each category and year is computed as though there had been no change between the two years. A test statistic is completed such that this square equals the sum of observed minus expected squared divided by the expected result. Symbolically this is represented by:

$$X^2 = \Sigma \frac{(\text{Observed} - \text{Expected})^2}{\text{Expected}}$$

The result of this equation has an approximate chi-square distribution if there is no difference between the two years. If there is a difference between the distributions for the two years, a large discrepency would exist between the observed and expected frequencies for the cells. This results in a large value for the test statistic and the equality of distributions for 1972 versus 1976 would be rejected.

RESULTS

Test of Hypothesis

The computed test statistic, $\sum (O-E)^2/E$, for hypothesis 1 equals 233.75. The critical value from the chi-square table at the level of significance of .01 with ten degrees of freedom is 23.21. Since 233.75 is greater than 23.21, H_o^1 is rejected and the assumption is made that the distributions of post-secondary plans appear to be different for the two periods.

The computed test statistic for hypothesis 2 is 693.758. The critical value at the .01 significance level and 70 degrees of freedom is 100.4. Since 693.758 is greater than 100.4, H_o^2 is rejected and the assumption is made that the distributions of occupational choices appear to be different for the two years.

Objectives

All the objectives except number four were fully achieved, but even in the fourth objective the project produced significant contributions. In compliance with objective one, the survey instrument was updated to reflect current occupational changes and occupation clusters found in the world of work.

The survey instrument was successfully implemented into activities without undue disruption of school regimes. Participating units unanimously agreed that the survey was convenient to administer and provided substantial returns for purposes of needs assessments and follow-up counseling.

All of the computer programs and associated processing procedures were field-tested using real or actual life data. This effort produced a comprehensive computerized system of data collection, presentation, and dissemination of student career interests. The data which was collected during the survey was tabulated and returned to each of the participating schools. A typical example of the four reports produced by this system which were returned to each participating school is included in Appendix C on pp.30-34.

Although the career interest inventory system was effectively implemented into the normal school agenda and routine, it was not accomplished on a continuing basis as given in the problem statement and objective four. This study did highlight several procedures and techniques that could be used in

subsequent investigations. The several contributing factors to the dilemma of implementation of continuous career attitude assessment will be treated in the discussion section of this report.

Ancillary Results

Several spin-off results occurred in addition to the statistical tests and compliance with the four objectives. Varied listings, statistics, and other data from the project have been prepared and are ready to be disseminated to agencies other than schools that request the information. Several agencies (for example the Job Development Specialist Counselor in San Juan, Texas and Santa Barbara Community College District, California) have already requested copies of the final project report.

Although the sampling plan identified 90 school districts to participate in the survey, only 57 districts or 63.3% actually completed the survey. The non-participating districts, however, do reflect only random or capricious non-compliance. Empirical and anecdotal analysis did not indicate any significant implication of non-participation.

The final sample resulted in an almost perfect 50/50 distribution of male/female respondents. This virtually eliminates the confounding statistical problem of sex bias in the survey results. The following data illustrates the

distributions:

Region	Male	Female	Total
I	2217 (50.6%)	2160 (49.4%)	4377
II	363 (52.4%)	330 (47.6%)	593
III	565 (52.0%)	522 (48.0%)	1086
IV	366 (52.5%)	331 (47.5%)	697
Totals	3511 (51.2%)	3343 (48.8%)	6854

Significant changes are apparent in some categories when the data from this survey for occupational choices (made by students on a regional basis) and students' post-secondary plans are compared to data collected in 1972. Data relating to factors influencing occupational choices made by students indicate that parents or relatives have the greatest impact and school administrators have the least impact. These three issues receive extensive treatment in the discussion portion of this report.

DISCUSSION

The tests of hypothesis reflected overall significant differences for the two periods 1972 and 1976, but the ranking of some categories of occupational choices and post-secondary plans remain essentially the same. As indicated in Table 1, choices of Secretarial or Clerical and Teacher retain the ranks of one and two respectively for both periods; however, Law Enforcement and Skilled Trades categories have shown a very significant increase in frequency of choice. The spread of categories in the lower ranks was spurious and not as dramatic. No definitive pattern is apparent.

TABLE 1
Occupational Choices - Comparison With 1972 Data

Occupation	1976(1) Rank	1976(1) Count	1976(1) %	1972(2) Rank	1972(2) Count	1972(2) %
Secretarial or Clerical	1	899	4.37	1	2031	7.52
Teacher	2	680	3.31	2	1254	4.65
Accounting, CPA, etc.	3	601	2.93	8	654	2.42
Business Management	4	559	2.72	13	603	2.23
Auto/Truck Mechanics, Body Repair	5	550	2.67	6	692	2.90
Sports (Coaching, Prof.)	6	512	2.49	10	626	2.33
Fashion/Clothing Design, Modeling	7	499	2.43	17	505	1.87
Law Enforcement	8	479	2.33	25	414	1.53
Social and Welfare Work	9	473	2.30	5	751	2.78
Other	10	467	2.27	3	1230	4.56
Data Processing	11	461	2.24	4	1090	4.04
Fish/Wildlife Management	12	450	2.19	7	657	3.19
Skilled Trades	13	449	2.18	42	245	.91
Child Care and Guidance	14	446	2.17	19	482	1.78
Musician	15	444	2.16	9	638	2.38

(1) Career Interest Characterizing and Reporting System, September 1976, 6,854 students

(2) High School Career Interest and Information Survey, September 1972, 8,996 students

In the regional partitions shown in Appendix D pp. 36-37, Secretarial or Clerical and Teacher categories also ranked first and second in all regions except Region IV. The second choice in Region IV was the career area for Auto and Truck Mechanics, Body Repair. Law Enforcement ranked third in Region II and this may have been the most salient factor in elevating the rank of this category in the 1976 survey. It is singularly significant that the category Fish and Wildlife Management ranked third in Region IV. This did not occur anywhere else in the data.

In Region II, the No Response category ranked tenth, but it did not appear in the top fifteen in any other region. Photography appeared only in Region I as a choice in the top fifteen; Metal Manufacturing and Teacher Aide appeared only in Region II; Forestry in Region III; and Musician in Region IV. Significantly, Social and Welfare Work ranked the highest in Region II of the four regions.

Table 2 reflects that the four-year college is still the first choice for most students. This could indicate a selection predicated on indefinite career plans. Four more years of school could delay making that important decision of which career to follow. The increase in frequency of choice in A Junior College or Technical Institute for Career Training and An Immediate Job categories suggests that High School Seniors may be becoming more oriented toward the world of work. Additionally, this trend is supported in Table No. 1 which indicates a significant increase in career interest in the skilled trades.

TABLE 2
Post-Secondary Plans - Comparison with 1972 Data

Plan	1976(1) Rank	1976(1) Count	1976(1) %	1972(2) Rank	1972(2) Count	1972(2) %
A Four Year College	1	2246	32.7	1	2787	31.0
Undecided	2	1218	17.7	2	1497	16.7
A Junior College or Technical Institute for Career Training	3	1003	14.6	4	1097	12.2
An Immediate Job	4	701	10.3	5	870	9.7
A Junior College, then a Four Year College	5	677	9.8	3	1448	16.1
A Business or Trade School	6	480	7.0	6	658	7.4
Military Service	7	232	3.4	8	216	2.5
Other	8	182	2.6	7	366	4.1
An Apprenticeship Program	9	63	.9	9	52	.6
No Indication	10	52	.8	10	5	.1

(1) Career Interest Characterizing and Reporting System, September 1976, 6,854 students

(2) High School Career Interest and Information Survey, May, 1972, 8,996 students

The data as shown in Table 3 reflecting that parents or relatives are the most important factor influencing student occupational choices should be most helpful for counseling agencies. This knowledge could be used to direct career information to the parents as well as to the student. This data may also indicate upon further analysis that the efforts of the counselor are either misplaced or they are negated by the influence of the parents.

TABLE 3
Contribution to Knowledge of Occupations(1)

Contributors to Knowledge	Region I	II	III	IV	State Total
Parents or Relatives	2.27	2.18	2.24	2.29	2.25
Friends and Neighbors	1.93	1.86	1.91	1.90	1.91
Teachers	1.70	1.88	1.83	1.75	1.76
News Media(2)	1.69	1.73	1.70	1.70	1.70
Counselors	1.49	1.73	1.36	1.47	1.50
Other	1.57	1.26	1.58	1.46	1.50
Colleges, Junior Colleges, etc.	1.43	1.44	1.36	1.42	1.42
Career Days	1.23	1.41	1.41	1.29	1.30
School Administrators	1.10	1.20	1.10	1.16	1.12

(1) Data presented on a scale of 0-3.

(2) Includes newspapers, magazines, radio and television.

Response to the survey feed-back sent to the supporting schools has been very affirmative. Both counselors and curriculum specialists have profited from the computer printouts. Since the survey instrument was successfully and conveniently inserted into the school activities without disrupting the normal school regime, some units intend to establish a survey program on a parochial basis for all their students annually. The survey will be used in conjunction with other counseling activities and needs assessments.

RECOMMENDATIONS

The response from interested agencies and organizations, even those outside the state of Texas, is overwhelmingly affirmative. The participating schools that received the feed-back from the project are unanimous in their desires to have the program continued. For these reasons, the primary recommendation is that the proper proposal be submitted and subsequent funding be provided to continue the project study. The following recommendations are noted to provide refinements to the Career Interest Characterizing and Reporting System.

Any future project should use the eighth and eleventh grades, not just the 12th grade. Sampling data from these grades provides information for projections and planning in educational administration. The use of eleventh grade survey data permits a full year of counseling prior to the student's entry into the world of work or continued formal education. Survey of the two grades also provides an opportunity to accomplish longitudinal studies in career education and interests.

Innovations should be developed that will promote and encourage participation in the survey by those schools who did not participate in this survey. For example, a final report could be sent to each of the 90 school districts.

Each secondary school in the state that did not participate in the survey should receive a sample copy of the abstracted occupational choices. Assistance from the twenty educational service centers could be requested.

Statistical analyses should be expanded beyond the chi-square technique to include trend analyses, percentage comparisons, scenarios, non-parametric techniques, and other forms of "data snooping" to glean more information from the abundant data.

A continuing revision program should be devised to maintain the occupational cluster portion of the survey instrument coincident with those found in the world of work. Page two of the survey instrument should be restructured to align all the response blocks in one direction and eliminate extraneous personal data.

Since the pre and post workshops for participating schools were questionably productive and cost effective, they should be eliminated. A Delphi-type technique could be substituted for the pre-survey workshop and a scenario-type or gaming technique used for the post-survey workshop.

Provision should be made for greater dissemination of the products of the project. This should include direct personal dialogue with other interested agencies such as the 1202 Commission, the Advisory Council for Technical-Vocational Education in Texas, and elements of industry.

The right to privacy restrictions and lack of support of local administrators for the project were instrumental in making the survey method much less effective in this study than the method usually produces. However, the state of the art is such that the survey method is still the best and most efficient social sampling technique. Recent statistical technology has been making significant innovations that may be used to replace those methods that are becoming ineffective or obsolete. Future studies should attempt to adopt these innovations and use them in conjunction with the survey method. This should serve as a supporting method in the event the survey is seriously impaired.

SUMMARY

This project has demonstrated the practical application of a career interest survey on an annual basis. Continuation of this work would provide an extremely beneficial tool for the counselor and the program planner, and serve as an adjunct to career education in the schools. Career interest survey results used in concert with manpower requirements and the Texas Student Information System should produce a synergistic effect upon planning and decision making in meeting the challenge of providing jobs and education for Texans.

APPENDICES

APPENDIX A

SCHOOL DISTRICTS IN THE SURVEY

SCHOOL DISTRICTS IN THE SURVEY

Participating and Non-Participating* School Districts

Region I

School District	County
Prairie Valley	Montague
*Bridgeport	Wise
*McKinney	Collin
Pittsburg	Camp
Tyler	Smith
Fort Worth	Tarrant
Arlington	Tarrant
Everman	Tarrant
*Crowley	Tarrant
*Dallas	Dallas
*Richardson	Dallas
Irving	Dallas
Garland	Dallas
Clifton	Bosque
Hillsboro	Hill
Nacogdoches	Nacogdoches
Teague	Freestone
Groesbeck	Limestone
*Waco	McLennan
Gatesville	Coryell
Lampasas	Lampasas
*Goldthwaite	Mills
*San Saba	San Saba
Killeen	Bell
Belton	Bell
Marlin	Falls
Cameron	Milam
Bryan	Brazos
Hempstead	Waller
*Houston	Harris
Spring Branch	Harris
*Pasadena	Harris
*Aldine	Harris
*Sheldon	Harris
Needville	Fort Bend
*Brazosport	Brazoria
Bay City	Matagorda
La Grange	Fayette
*Austin	Travis
Blanco	Blanco
San Marcos	Hays
*San Antonio	Bexar
North East (San Antonio)	Bexar
*Edgewood	Bexar
Northside (San Antonio)	Bexar
Harlandale (San Antonio)	Bexar
South San Antonio	Bexar
Somerset	Bexar
Hondo	Medina
Goose Creek	Harris
Wichita Falls	Wichita

Region II

*Laredo	Webb
*San Diego	Duval
*Alice	Jim Wells
Corpus Christi	Nueces
*Kingsville	Kleberg
Brooks	Brooks
Rio Grande City	Starr
*Roma	Starr
Pharr-San Juan-Alamo	Hidalgo
*Raymondville	Willacy
*Brownsville	Cameron

Region III

*Stratford	Sherman
Perryton	Ochiltree
Sunray	Moore
Amarillo	Potter
Hereford	Deaf Smith
Canyon	Randall
*Friona	Parmer
Dimmitt	Castro
Tulia	Swisher
Childress	Childress
Muleshoe	Bailey
Plainview	Hale
Memphis	Hall

SCHOOL DISTRICTS IN THE SURVEY

Participating and Non-Participating* School Districts

(continued)

Region IV

School District	County
*Levelland	Hockley
*Lubbock	Lubbock
*Tahoka	Lynn
Haskell	Haskell
Rotan	Fisher
Sweetwater	Nolan
Abilene	Taylor
*Ector County	Ector
Midland	Midland
*Talpa Centennial	Coleman
*Pecos-Barstow-Toyah	Reeves
*El Paso	El Paso
*Ysleta	El Paso
Crockett	Crockett
Brownwood	Brown

APPENDIX B

SURVEY INSTRUMENTS

APPENDIX C

HIGH SCHOOL REPORTS

CAREER INTEREST CHARACTERIZING AND REPORTING SYSTEM - PRAIRIE VALLEY HIGH SCHO GRADE 12 12/02/76 PAGE 1

(SEE FORM FOR INTERPRETATION OF CODES)

I.D. NUMBER	GRADE	SEX	AGE	PROFILE A B C D	POST HI PLANS	CAREER INTERESTS INDICATED	INFORMATION INDICATED
				2-3-2-3	1	1. PSYCHOLOGIST	3
						2. PHYSICAL THERAPY	3
						3. CHILD CARE & GUIDANCE	3
169-511-001	12	F	17	3-3-2-3	7	1. SPORTS (COACHING, PROFESSIONAL)	5
						2. CHILD CARE & GUIDANCE	4
						3. COSMETOLOGY	3
169-511-002	12	M	17	3-5-2-4	3	1. PHOTOGRAPHY	4
						2. PRINTING	4
						3. SERVICING SMALL APPLIANCES	3
169-511-003	12	M	18	5-5-5-4	9	1. SKILLED BUILDING TRADES	2
						2. METAL MANUFACTURING	2
						3. AUTO OR TRUCK MECHANICS, BODY REPAIR	2
169-511-004	12	M	18	3-2-2-4	8	1. SKILLED BUILDING TRADES	3
						2. METAL MANUFACTURING	4
						3. LIVESTOCK & RANCH OPERATIONS	4
169-511-005	12	F	18	3-5-3-4	8	1. COSMETOLOGY	3
						2. NURSING RN OR BS DEGREE	4
						3. CHILD CARE & GUIDANCE	2
169-511-007	12	F	17	3-3-2-4	1	1. NURSING RN OR BS DEGREE	3
						2. RADIO OR TV	4
						3. DRAMATICS	4
169-511-008	12	M	17	5-2-2-4	8	1. AUTO OR TRUCK MECHANICS, BODY REPAIR	2
						2. METAL MANUFACTURING	2
						3. AGRICULTURE-RELATED BUSINESS	2
169-511-009	12	M	17	2-2-2-1	8	1. AUTO OR TRUCK MECHANICS, BODY REPAIR	2
						2. FARMING	2
						3. METAL MANUFACTURING	2
169-511-010	12	M	17	2-2-2-1	7	1. DIESEL OR CONSTRUCTION EQUIPMENT MECH.	3
						2. HEAVY EQUIPMENT OPERATIONS	2
						3. OTHER	4
169-511-011	12	M	17	5-2-3-4	8	1. LIVESTOCK & RANCH OPERATIONS	4
						2. METAL MANUFACTURING	2
						3. RADIO OR TV	1

COUNSELOR'S REPORT

(SEE FORM FOR INTERPRETATION OF CODES)

TIMES CHOSEN FIRST	SECOND	THIRD	TOTAL	NO	NAME OF CHOICE	INFORMATION LEVELS SHOWN 5	4	3	2	1	0
0	0	0	0	01	ARCHITECTURE	0	0	0	0	0	0
0	0	0	0	02	ARCHITECTURAL DRAFTING	0	0	0	0	0	0
0	0	0	0	03	BUILDING CONTRACTOR	0	0	0	0	0	0
2	0	0	2	04	SKILLED BUILDING TRADES	0	0	1	1	0	0
0	0	0	0	05	AIR CONDITIONING & REFRIGERATION	0	0	0	0	0	0
0	0	0	0	06	CIVIL ENGINEERING OR TECHNOLOGY	0	0	0	0	0	0
1	0	0	1	07	DIESEL OR CONSTRUCTION EQUIPMENT MECH.	0	0	1	0	0	0
0	1	0	1	08	HEAVY EQUIPMENT OPERATIONS	0	0	0	1	0	0
0	0	0	0	09	MECHANICAL ENGINEERING OR TECHNOLOGY	0	0	0	0	0	0
0	0	0	0	10	ELECTRICAL OR ELECTRONIC ENG. TECHNOLOGY	0	0	0	0	0	0
0	0	0	0	11	CHEMISTRY, CHEMICAL ENG. OR TECHNOLOGY	0	0	0	0	0	0
0	0	0	0	12	DESIGN OR DRAFTING	0	0	0	0	0	0
0	0	0	0	13	OTHER ENGINEERING	0	0	0	0	0	0
0	0	0	0	14	ELECTRONIC PROCESSING OR TECHNOLOGY	0	0	0	0	0	0
0	4	1	5	15	METAL MANUFACTURING	0	1	0	4	0	0
0	0	0	0	16	INDUSTRIAL CRAFTS OR MAINTENANCE	0	0	0	0	0	0
0	0	0	0	17	AIRCRAFT PILOT	0	0	0	0	0	0
0	0	0	0	18	AIRLINE STEWARD OR STEWARDESS	0	0	0	0	0	0
0	0	0	0	19	AIRCRAFT MECHANICS	0	0	0	0	0	0
0	0	0	0	20	AIR TRAFFIC CONTROL, GROUND CREW, ETC.	0	0	0	0	0	0
0	0	0	0	21	RAILWAY OR BUS LINE OPERATIONS	0	0	0	0	0	0
2	0	1	3	22	AUTO OR TRUCK MECHANICS, BODY REPAIR	0	0	0	3	0	0
0	0	0	0	23	OTHER TRANSPORTATION OCCUPATIONS	0	0	0	0	0	0
0	1	0	1	24	FARMING	0	0	0	1	0	0
1	0	1	2	25	LIVESTOCK & RANCH OPERATIONS	0	2	0	0	0	0
0	0	0	0	26	VETERINARIAN	0	0	0	0	0	0
0	0	0	0	27	VETERINARIAN ASSISTANT	0	0	0	0	0	0
0	0	1	1	28	AGRICULTURE-RELATED BUSINESS	0	0	0	1	0	0
0	0	0	0	29	HOTEL OR MOTEL MANAGEMENT	0	0	0	0	0	0
0	0	0	0	30	RESTAURANT MANAGEMENT	0	0	0	0	0	0
0	0	0	0	31	PARTS OR RESORT MANAGEMENT	0	0	0	0	0	0
1	0	0	1	32	SPORTS (COACHING, PROFESSIONAL)	1	0	0	0	0	0
0	0	0	0	33	FISH AND WILDLIFE MANAGEMENT	0	0	0	0	0	0
0	0	0	0	34	FORESTRY	0	0	0	0	0	0
0	0	0	0	35	FLORICULTURE OR LANDSCAPING	0	0	0	0	0	0
0	0	0	0	36	ECOLOGY OR ENVIRONMENTAL ENGINEERING	0	0	0	0	0	0
0	0	0	0	37	AIR, WATER, OR NOISE POLLUTION CONTROL	0	0	0	0	0	0
0	0	0	0	38	SOIL & MINERAL CONSERVATION & CONTROL	0	0	0	0	0	0
0	0	0	0	39	MINING & QUARRYING	0	0	0	0	0	0
0	0	0	0	40	PETROLEUM & RELATED PRODUCTS	0	0	0	0	0	0
0	0	0	0	41	MARINE BIOLOGY	0	0	0	0	0	0
0	0	0	0	42	OCEANOGRAPHY	0	0	0	0	0	0
0	0	0	0	43	BUSINESS MANAGEMENT	0	0	0	0	0	0
0	0	0	0	44	ACCOUNTING, BOOKKEEPING, CPA	0	0	0	0	0	0
0	0	0	0	45	SECRETARIAL OR CLERICAL	0	0	0	0	0	0
0	0	0	0	46	DATA PROCESSING	0	0	0	0	0	0
0	0	0	0	47	RETAIL SALES	0	0	0	0	0	0
0	0	0	0	48	ADVERTISING OR PUBLIC RELATIONS	0	0	0	0	0	0
0	0	0	0	49	COMMERCIAL ART OR ILLUSTRATION	0	0	0	0	0	0

SUMMARY REPORT

(SEE FORM FOR INTERPRETATION OF CODES)

TIMES CHOSEN FIRST	SECOND	THIRD	TOTAL	NO	NAME OF CHOICE	INFORMATION LEVELS SHOWN 5	4	3	2	1	0
0	0	0	0	50	BANKING OR FINANCE	0	0	0	0	0	0
0	0	0	0	51	INSURANCE OR REAL ESTATE	0	0	0	0	0	0
0	0	1	1	52	SERVICING SMALL APPLIANCES	0	0	1	0	0	0
0	0	0	0	53	JOURNALISM	0	0	0	0	0	0
0	1	0	1	54	PRINTING	0	1	0	0	0	0
0	1	1	2	55	RADIO OR TV	0	1	0	0	1	0
1	0	0	1	56	PHOTOGRAPHY	0	1	0	0	0	0
0	0	0	0	57	TECHNICAL WRITING	0	0	0	0	0	0
0	0	0	0	58	BARBERING	0	0	0	0	0	0
1	0	1	2	59	COSMETOLOGY	0	0	2	0	0	0
0	0	0	0	60	MORTUARY SCIENCE	0	0	0	0	0	0
0	0	0	0	61	DIETICIAN OR NUTRITIONIST	0	0	0	0	0	0
0	1	2	3	62	CHILD CARE & GUIDANCE	0	1	1	1	0	0
0	0	0	0	63	FOOD PREPARATION OR SERVICE	0	0	0	0	0	0
0	0	0	0	64	FASHION OR CLOTHING DESIGN, MODELING	0	0	0	0	0	0
0	0	0	0	65	LAUNDRY, DRYCLEANING, ALTERATIONS, REPAR	0	0	0	0	0	0
0	0	0	0	66	INTERIOR DECORATION OR DESIGN	0	0	0	0	0	0
0	0	0	0	67	TEACHER	0	0	0	0	0	0
0	0	0	0	68	TEACHER AIDE	0	0	0	0	0	0
0	0	0	0	69	SCHOOL OR VOCATIONAL COUNSELOR	0	0	0	0	0	0
0	0	0	0	70	LIBRARIAN	0	0	0	0	0	0
0	0	0	0	71	LIBRARIAN AIDE	0	0	0	0	0	0
0	0	0	0	72	ATTORNEY	0	0	0	0	0	0
0	0	0	0	73	LAW ENFORCEMENT	0	0	0	0	0	0
0	0	0	0	74	FIRE SERVICE, RESCUE, PREVENTION	0	0	0	0	0	0
0	0	0	0	75	CITY PLANNER	0	0	0	0	0	0
0	0	0	0	76	SOCIAL & WELFARE WORK	0	0	0	0	0	0
0	0	0	0	77	OTHER GOVERNMENTAL OCCUPATIONS	0	0	0	0	0	0
0	0	0	0	78	RELIGIOUS OCCUPATIONS	0	0	0	0	0	0
0	0	0	0	79	MILITARY	0	0	0	0	0	0
0	0	0	0	80	PHYSICIAN OR SURGEON	0	0	0	0	0	0
0	0	0	0	81	PHARMACIST	0	0	0	0	0	0
1	1	0	2	82	NURSING RN OR BS DEGREE	0	1	1	0	0	0
0	0	0	0	83	NURSING ASSOCIATE DEGREE OR LVN	0	0	0	0	0	0
1	0	0	1	84	PSYCHOLOGIST	0	0	1	0	0	0
0	0	0	0	85	MEDICAL TECHNICIAN (X-RAY, ELECTRONICS)	0	0	0	0	0	0
0	0	0	0	86	DENTIST	0	0	0	0	0	0
0	0	0	0	87	DENTAL ASSISTANT OR LAB TECHNICIAN	0	0	0	0	0	0
0	0	0	0	88	OPTOMETRIST OR OPTICIAN	0	0	0	0	0	0
0	1	0	1	89	PHYSICAL THERAPY	0	0	1	0	0	0
0	0	0	0	90	MUSIC	0	0	0	0	0	0
0	0	1	1	91	DRAMATICS	0	1	0	0	0	0
0	0	0	0	92	ART	0	0	0	0	0	0
0	0	0	0	93	CREATIVE WRITING	0	0	0	0	0	0
0	0	0	0	94	LANGUAGES	0	0	0	0	0	0
0	0	1	1	96	OTHER	0	1	0	0	0	0
0	0	0	0	99	NO RESPONSE OR ERROR RESPONSE	0	0	0	0	0	0
11	11	11	33	98	TOTALS	1	10	9	12	1	0

SUMMARY REPORT

WHAT STUDENTS SAY THEY PLAN TO DO AFTER GRADUATION

SEQ	PLANS INDICATED	MALE	FEMALE	SEX OMITTED	TOTAL	PER CENT
1	A FOUR-YEAR COLLEGE	1	1	0	2	18.2
2	A JUNIOR COLLEGE, THEN A 4-YEAR COLLEGE	0	0	0	0	0.0
3	JR COLLEGE OR TECH INSTITUTE FOR CAREER TRAINING	1	0	0	1	9.1
4	A BUSINESS OR TRADE SCHOOL	0	0	0	0	0.0
5	AN APPRENTICESHIP PROGRAM	0	0	0	0	0.0
6	MILITARY SERVICE	0	0	0	0	0.0
7	AN IMMEDIATE JOB	1	1	0	2	18.2
8	UNDECIDED	4	1	0	5	45.5
9	OTHER	1	0	0	1	9.1
	NO INDICATION	0	0	0	0	0.0
	TOTALS	7	3	1	11	

PLANS AFTER GRADUATION REPORT

CONTRIBUTIONS TO KNOWLEDGE OF CAREERS

CONTRIBUTORS	INDEX
PARENTS OR RELATIVES	2.27
FRIENDS AND NEIGHBORS	2.0[illegible]
COUNSELORS	1.91
NEWS MEDIA	1.64
OTHER	1.55
TEACHERS	1.36
CAREER DAYS	1.27
COLLEGES & OTHER SCHOOLS	1.18
SCHOOL ADMINISTRATORS	0.91

CONTRIBUTORS TO KNOWLEDGE REPORT

APPENDIX D

OCCUPATIONAL CHOICES BY REGION

OCCUPATIONAL CHOICES

Student Response by Regions[1]

Region I

	Occupation	Regional Total	State Total
1.	Secretarial or Clerical	564	899
2.	Teacher	419	680
3.	Accounting, Bookkeeping, CPA	391	601
4.	Business Management	371	559
5.	Fashion or Clothing Design, Modeling	341	499
6.	Auto or Truck Mechanics, Body Repair	323	550
7.	Data Processing	318	461
8.	Law Enforcement	314	479
9.	Sports (coaching, professional)	302	512
10.	Fish and Wildlife Management	300	450
11.	Skilled Trades	292	449
12.	Other	287	467
13.	Child Care and Guidance	283	446
14.	Social and Welfare Work	278	473
15.	Photography	254	384

Region II

	Occupation	Regional Total	State Total
1.	Secretarial or Clerical	120	899
2.	Teacher	81	680
3.	Law Enforcement	75	479
4.	Auto and Truck Mechanics, Body Repair	74	550
5.	Social and Welfare Work	70	473
6.	Metal Manufacturing (Welding, Machine Shop, Etc.)	67	289
7.	Sports (coaching, professional)	61	512
8.	Accounting, Bookkeeping, CPA	53	601
9.	Teacher Aide	49	182
10.	No Response	49	336
11.	Skilled Trades	48	447
12.	Child Care and Guidance	47	446
13.	Business Management	47	559
14.	Other	42	467
15.	Fish and Wildlife Management	40	450

OCCUPATIONAL CHOICES

Student Response by Regions[1]

(continued)

Region III

	Occupation	Regional Total	State Total
1.	Secretarial or Clerical	151	899
2.	Teacher	117	680
3.	Accounting, Bookkeeping, CPA	106	601
4.	Sports (coaching, professional)	105	512
5.	Musician	101	444
6.	Farming	95	272
7.	Auto or Truck Mechanics, Body Repair	91	550
8.	Business Management	87	559
9.	Fashion or Clothing Deisgn, Modeling	85	499
10.	Other	83	467
11.	Livestock and Ranch Operations	74	386
12.	Social and Welfare Work	72	473
13.	Skilled Trades	71	449
14.	Forestry	70	355
15.	Interior Design	66	357

Region IV

	Occupation	Regional Total	State Total
1.	Secretarial or Clerical	64	899
2.	Auto and Truck Mechanics, Body Rapair	62	550
3.	Fish and Wildlife Management	58	450
4.	Teacher	63	680
5.	Other	55	467
6.	Business Management	54	559
7.	Child Care and Guidance	53	446
8.	Social and Welfare Work	53	473
9.	Forestry	52	355
10.	Livestock and Ranch Operations	52	386
11.	Accounting, Bookkeeping, CPA	51	601
12.	Sports (coaching, professional)	44	512
13.	Data Processing	43	461
14.	Fashion or Clothing Design	43	499
15.	Musician	43	444

(1) Totals reflect first, second and third choices by students of the top 15 occupations.